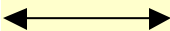
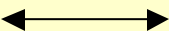
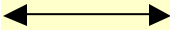
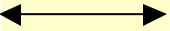
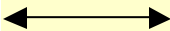


Evaluating your Assessment Strategies and Tools

The exercise below can assist you in focusing on the key aspects of assessment you are required to address in your BEST portfolio. Review your assessments and look for examples or “evidence” of each of the items on the chart below. List 2 or 3 examples on the chart and identify where on the continuum your assessments would fall. The examples, or “evidence,” should justify your decision. Share your assessments and your responses to this exercise with your mentor or content colleague.

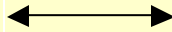
These characteristics reflect a more developed portfolio

These characteristics reflect a less developed portfolio

1. My assessments were clearly aligned with the conceptual focus for this segment and match my instructional goals.		The match between my assessments and my segment’s conceptual focus or learning goals may be difficult for someone else to see.
Examples:		
2. I used a variety of assessment techniques to gather data which focuses on students’ strengths and weaknesses related to the learning objective.		I collected assessment data that focused on students’ dispositions and on-task behavior.
Examples:		
2. My assessments were designed based on my students’ abilities and instructional needs as described in Part A of my portfolio, and reflected modifications/ accommodations used throughout the learning segment.		My assessments were too hard or too easy for my students given their abilities and instructional needs as described in Part A of my portfolio, and/or they did not reflect modifications/ accommodations required for my students.
Examples:		
4. I clearly communicated and explained/ modeled/demonstrated my assessment criteria to my students.		I expected my students to know or remember my assessment criteria without giving them written guidelines or a verbal reminder.
Examples:		
5. My assessment criteria were based on quality of work (rather than solely procedural aspects) and/or included models of this quality work.		My assessment criteria solely focused on procedural aspects (such as completeness, number of paragraphs/ responses required, etc.).

Examples:

6. My feedback was specific, detailed and/or instructional (e.g., including strategies for students to improve their performance).



My feedback consisted solely of general comments, check marks, or scores and/or was inaccurate.

Examples: